

# NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated assessment materials for **History Level 3**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

## Subject: History Level 3

Product	What's changed?
AS3.1 91434 Internal Assessment Activities	Updated to align with Achievement Standard revisions.

## Contents

Product	Page
<a href="#">AS3.1a 91434 Internal Assessment Activity</a>	2
<a href="#">AS3.1b 91434 Internal Assessment Activity</a>	12



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEĀ

## History Level 3

This resource supports assessment against:

**Achievement Standard 91434**

Research an historical event or place of significance to New Zealanders, using primary and secondary sources

**Resource title: Oral history**

**5 credits**

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published  
by Ministry of Education

October 2025

To support internal assessment from 2026

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement Standard History 91434:** Research an historical event or place of significance to New Zealanders, using primary and secondary sources

**Resource reference:** History 3.1A

**Resource title:** Oral History

**Credits:** 5

---

### Teacher guidelines

---

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be familiar with the outcome being assessed by Achievement Standard History 91434. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This assessment activity requires students to conduct an oral history of a person who experienced or had a role in an event, place or movement of significance to New Zealanders. Students will also select other evidence to allow them to compare and contrast the interviewee's experience of the event, place or movement with evidence found in other sources.

A series of teacher-directed lessons about how to conduct an oral history may be needed. Students will also require guidance on how to analyse an event to establish its significance to New Zealanders.

This assessment activity can be used in conjunction with an activity to assess Achievement Standard 91435 *Analyse an historical event, or place, of significance to New Zealanders*, but the two standards need to be assessed independently. This can be achieved by assessing Achievement Standard 91434 before students continue with Achievement Standard 91435.

Note that use of primary, as well as secondary, sources is a specific requirement of this Achievement Standard. Primary sources other than the interviewee should be accessed and used.

Students will be assessed on the quality of their research, including their ability to follow a research process, to annotate the evidence they have selected, and their evaluation of their own research process.

### Conditions

Teachers will need to conference with students over topics and the development of focus questions to ensure that an appropriate depth of research can be completed. Guidance should also be provided on research processes, such as constructing focus questions, identifying where to find historical sources and how to use them, and selecting, organising, and annotating evidence and evaluating the research process that was used.

Allow in and out-of-class research time of approximately four to five weeks.

### **Resource requirements**

See Resource A for a list of useful resources for students.

You can find out the process of how to conduct an oral history on [A guide to recording oral history | NZ History](#)

### **Additional information**

None.

For 2026 Planning

## Internal Assessment Resource

**Achievement Standard History 91434:** Research an historical event or place of significance to New Zealanders, using primary and secondary sources

**Resource reference:** History 3.1A

**Resource title:** Oral History

**Credits:** 5

Achievement	Achievement with Merit	Achievement with Excellence
Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	Research, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources.	Comprehensively research an historical event or place of significance to New Zealanders, using primary and secondary sources.

### Student instructions

#### Introduction

Oral histories provide historians with valuable information about the past. They provide insights into how 'ordinary people' can contribute and play a major role in significant historical events or movements.

This assessment activity requires you to conduct oral history research into a person who experienced or had a role in an event, place or movement of significance to New Zealanders. You can also select other evidence to allow you later (for Achievement Standard History 91435 *Analyse an historical event, or place, of significance to New Zealanders*) to compare and contrast your interviewee's experience of the event with that of other New Zealanders, and to establish the significance of the event to New Zealanders.

This is an individual assessment activity and will take place using in-class and out-of-class time. You have five weeks to complete this activity.

The final date for submission is <<teacher to insert date>>.

You will be assessed on the quality of your research, including your ability to follow a research process, to annotate the evidence you select, and your evaluation of your own research process.

Teacher note: This assessment activity can be used in conjunction with Achievement Standard (AS) 91435. For AS91435 it is essential that students have been able to select enough evidence to analyse the event or place and to establish its significance to New Zealanders. You should provide guidance for students on the topic they choose and the focus questions they formulate. The research skills required for this Achievement Standard must be assessed separately from the requirements of AS91435.

## Task

### ***Define an area of historical research and plan your research***

Choose a person to interview and discuss with them the event, place or movement that they have experienced or in which they have had a role. After your discussion choose one of these events, places or movements and then do some preliminary reading about it. Resource A (below) provides some ideas about possible sources. You need to gain an understanding of the selected event or movement that will allow you to develop worthwhile and feasible focus questions and to know that there are suitable sources available that will allow you to conduct research.

Create a research proposal: identify the event, place or movement that you will investigate. Explain in a paragraph or two why you consider it a significant topic for research.

Develop relevant focus questions. These need to be open-ended and written in such a way that they allow breadth and depth in your research.

Teacher note: If students are attempting both AS91434 and AS91435, it is essential that students are able to select enough evidence to analyse the event and to establish its significance to New Zealanders. You may provide guidance for students on the topic they choose and the focus questions they develop.

From your preliminary reading, identify and note a range of specific primary and secondary sources that could provide evidence to answer your focus questions. For each possible source specifically identify ways in which the source appears that it may be useful.

Teacher note: You may wish to specify the number of sources that students should be expected to find at this level, but it should be more than three. Consideration of the breadth and nature of the chosen context should be taken into account when stating minimum requirements. Safest assessment practice may be to leave the number open, as is already the case in the wording in the paragraph above.

Develop specific questions for your interview. These need to unpack your focus questions.

Develop a time management plan. This needs to be specific and include details, such as which focus question will be researched, using what sources, where, and on which date.

Discuss with your teacher the steps that you have taken to this point. This should include, if applicable, discussion of the various different points of view of both those concerned and of historians, which are likely to emerge from your research.

Conduct your interview.

### ***Select and organise relevant evidence***

Select from your interview and from a variety of other primary and secondary sources evidence that is useful and relevant to your focus questions. The evidence you select needs to allow you, when you later come to provide evidence for AS91435, to analyse comprehensively your chosen event, place or movement.

Indicate specifically which evidence is relevant to your focus questions by highlighting, underlining or using any other method that clearly indicates relevant evidence and the focus question to which it is relevant.

Organise your evidence in a way that allows quick and easy location of relevant evidence when you need it.

Show evidence of the use of initiative in the research process. This includes, for example, going beyond easily accessed sources (such as the school's sources or the Internet) or by persevering with particularly challenging evidence.

***Annotate your selected evidence***

- identify the relevance of a piece of evidence
- identify different perspectives
- assess the comparative usefulness of a piece(s) of evidence to the focus question(s) being investigated
- cross reference specific information or ideas between sources to support the analysis of the evidence
- assess the reliability of selected evidence and/or source.
- identify omissions or inaccuracies in the information

You may wish to refer back to these annotations as you later complete your evaluation.

***Record source details***

Accurately record the full details of all your sources as you have been taught. Record these details at the beginning of each piece of evidence. Note: a formal bibliography is not needed.

***Critically evaluate the research process***

Your evaluation should:

- explain the successes and difficulties encountered in conducting your research
- explain how the line of inquiry may have changed as evidence was accumulated
- identify the issues to consider for future inquiries
- analyse the strength(s) and weakness(es) of your research process
- analyse how these strength(s) and weakness(es) are likely to impact on the validity of your findings
- consider alternative research steps and/or line(s) of inquiry and/or methods, and their implications.

***Final submission***

Hand in your:

- research proposal, focus questions and identification of possible sources evidence
- selected evidence that is sufficient for purpose, has relevant sections of evidence clearly indicated, is organised and annotated, source details recorded, and use of initiative in its gathering and/or selecting is evident
- evaluation.

## Resource A

- Te Ara – the Encyclopedia of New Zealand <http://www.teara.govt.nz/>
- The Dictionary of New Zealand Biography <http://www.dnzb.govt.nz/dnzb/>
- Ministry for Culture and Heritage <http://www.mch.govt.nz/>
- National Library of New Zealand <http://www.natlib.govt.nz/>
- Papers Past <http://www.natlib.govt.nz/collections/digital-collections/papers-past/>
- Te Puna (A directory to New Zealand and Pacific Island websites) <http://webdirectory.natlib.govt.nz>
- Epic database [EPIC resources for New Zealand schools | National Library of New Zealand](#)
- Index New Zealand <http://www.natlib.govt.nz/catalogues/innz> (The index lists information about articles published in over 400 New Zealand newspapers, magazines, and journals)
- New Zealand Cartoon Archive <http://www.cartoons.org.nz/>
- National Oral History Association of New Zealand [Resources – National Oral History Association of New Zealand \(NOHANZ\)](#)
- Local museums and history societies
- Local archives (e.g. council, library, museum, photographic, film)
- Newspapers and magazines
- Artefacts
- Historical sites
- Key people (e.g. local specialists, local residents)
- Records of community organisations (e.g. church archives)
- Cartoons
- Local history books
- Films or TV documentaries
- Public and school libraries.



## Assessment schedule: History 91434 Oral History

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has researched an historical event or place of significance to New Zealanders, using primary and secondary sources. This means the student has:</p> <ul style="list-style-type: none"> <li>planned the research, for example: <ul style="list-style-type: none"> <li>prepared a research proposal explaining the importance of conducting the research <i>e.g. "This investigation will examine the significance of the First World War to New Zealanders. This is an important topic because many New Zealanders were directly affected by this event ..."</i></li> <li>developed relevant focus questions from preliminary research <i>e.g. In what ways was the First World War a significant event for the person being interviewed? Why was the First World War significant to other New Zealanders at the time and today?</i></li> <li>specifically identified possible sources through preliminary reading (<i>e.g. www.nzhistory.org – relevant photos and sound files, links to other relevant sites</i>)</li> <li>created a time-management plan (<i>e.g. date on which a specified library will be visited and what resources in the library will be accessed to find evidence for which aspect of which focus question</i>).</li> </ul> </li> <li>selected and organised relevant historical evidence from both primary and secondary sources. (<i>e.g. relevant evidence is clearly</i></li> </ul>	<p>The student has researched, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources. This means the student has:</p> <ul style="list-style-type: none"> <li>planned the research, for example: <ul style="list-style-type: none"> <li>prepared a research proposal explaining the importance of conducting the research <i>e.g. "This investigation will examine the significance of the First World War to New Zealanders. This is an important topic because many New Zealanders were directly affected by this event ..."</i></li> <li>developed relevant focus questions from preliminary research <i>e.g. In what ways was the First World War a significant event for the person being interviewed? Why was the First World War significant to other New Zealanders at the time and today?</i></li> <li>specifically identified possible sources through preliminary reading (<i>e.g. www.nzhistory.org – relevant photos and sound files, links to other relevant sites</i>),</li> <li>created a time-management plan (<i>e.g. date on which a specified library will be visited and what resources in the library will be accessed to find evidence for which aspect of which focus question</i>)</li> </ul> </li> <li>selected and organised relevant historical evidence from both primary and secondary sources. (<i>e.g. relevant evidence is clearly</i></li> </ul>	<p>The student has comprehensively researched an historical event or place of significance to New Zealanders, using primary and secondary sources. This means the student has:</p> <ul style="list-style-type: none"> <li>planned the research, for example: <ul style="list-style-type: none"> <li>prepared a research proposal explaining the importance of conducting the research <i>e.g. "This investigation will examine the significance of the First World War to New Zealanders. This is an important topic because many New Zealanders were directly affected by this event ..."</i></li> <li>developed relevant focus questions from preliminary research <i>e.g. In what ways was the First World War a significant event for the person being interviewed? Why was the First World War significant to other New Zealanders at the time and today?</i></li> <li>specifically identified possible sources through preliminary reading (<i>e.g. www.nzhistory.org – relevant photos and sound files, links to other relevant sites</i>),</li> <li>created a time-management plan (<i>e.g. date on which a specified library will be visited and what resources in the library will be accessed to find evidence for which aspect of which focus question</i>)</li> </ul> </li> <li>selected and organised relevant historical evidence from both primary and secondary sources. (<i>e.g. relevant evidence is clearly</i></li> </ul>

<p><i>identified by highlighting or similar means and directly linked to a focus question. This highlighting can also provide evidence of organisation, or organisation is by sorting of evidence by source type, focus question, etc.)</i></p> <ul style="list-style-type: none"> <li>• <i>recorded the details of the sources of selected evidence (e.g. author, title, publisher, city of publication, date of publication; website address, accession date; name of interviewee, date and place of interview)</i></li> <li>• <i>produced annotated comments describing the links between the selected evidence and the focus question and comparative usefulness (e.g. Relevant to FQ1. How my great aunt remained unmarried after the death of her fiancée at Gallipoli because a whole generation of men never returned from the war. Not as good as the 'God Save NZ' DVD – less detailed)</i></li> <li>• <i>evaluated their research process, for example:</i> <ul style="list-style-type: none"> <li>– <i>explained the successes and difficulties encountered in conducting the research</i></li> <li>– <i>explained how the line of inquiry may have changed as evidence was accumulated</i></li> <li>– <i>identified the issues to consider for future inquiries (e.g. "I struck many difficulties in carrying out this research. Probably the biggest one came first. I went to the local rest home and asked if there was someone I could interview about their experiences with World War I veterans. The person I was given couldn't hear what I was saying, and then said he didn't trust being recorded, so that was a bad start. However, by accident I</i></li> </ul> </li> </ul>	<p><i>identified by highlighting or similar means and directly linked to a focus question. This highlighting can also provide evidence of organisation, or organisation is by sorting of evidence by source type, focus question, etc.)</i></p> <ul style="list-style-type: none"> <li>• <i>recorded the details of the sources of selected evidence (e.g. author, title, publisher, city of publication, date of publication; website address, accession date; name of interviewee, date and place of interview)</i></li> <li>• <i>produced analytical and critical annotated comments that included assessment of the reliability of selected evidence (e.g. Relevant to FQ1. How my great aunt remained unmarried after the death of her fiancée at Gallipoli because a whole generation of men never returned from the war. Take care: only one person's experience)</i></li> <li>• <i>evaluated their research process, for example:</i> <ul style="list-style-type: none"> <li>– <i>explained the successes and difficulties encountered in conducting the research</i></li> <li>– <i>explained how the line of inquiry may have changed as evidence was accumulated</i></li> <li>– <i>identified the issues to consider for future inquiries (e.g. "I struck many difficulties in carrying out this research. Probably the biggest one came first. I went to the local rest home and asked if there was someone I could interview about their experiences with World War I veterans. The person I was given couldn't hear what I was saying, and then said he didn't trust being recorded, so that was a bad start. However, by accident I found that a neighbour had cared for her</i></li> </ul> </li> </ul>	<p><i>identified by highlighting or similar means and directly linked to a focus question. This highlighting can also provide evidence of organisation, or organisation is by sorting of evidence by source type, focus question, etc.)</i></p> <ul style="list-style-type: none"> <li>• <i>recorded the details of the sources of selected evidence (e.g. author, title, publisher, city of publication, date of publication; website address, accession date; name of interviewee, date and place of interview)</i></li> <li>• <i>produced analytical and critical annotated comments that included assessment of the reliability of selected evidence (e.g. Relevant to FQ1. How my great aunt remained unmarried after the death of her fiancée at Gallipoli because a whole generation of men never returned from the war. Take care: only one person's experience)</i></li> <li>• <i>shown initiative in the gathering and selecting of relevant evidence. For example, persevered with relevant evidence that was difficult to read or written in a style that was difficult to understand, accessed and used sources that were not readily available</i></li> <li>• <i>critically evaluated their research process, for example:</i> <ul style="list-style-type: none"> <li>– <i>analysed the strength(s) and weakness(es) of the process</i></li> <li>– <i>analysed how these strength(s) and weakness(es) were likely to impact on the validity of the findings; considered alternative research steps and/or line(s) of inquiry and/or methods, and their implications. (e.g. "From this research process I have learned</i></li> </ul> </li> </ul>
---	---	--

<p><i>found that a neighbour had cared for her father for many years when he was an invalid. Although this was gathering second-hand information, I am confident that what I got was accurate – up to a point. I don't suppose she would have told me intensely personal or 'family' things, and I was only going on her memory of a man who died 45 years ago. In some ways I would probably have been better to have spent my time researching sound archives to find interviews of people recorded much nearer the events being discussed. Sure enough, I did later find sources, which contradicted what my interviewee told me. For example ..."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>father for many years when he was an invalid. Although this was gathering second-hand information, I am confident that what I got was accurate – up to a point. I don't suppose she would have told me intensely personal or 'family' things, and I was only going on her memory of a man who died 45 years ago. In some ways I would probably have been better to have spent my time researching sound archives to find interviews of people recorded much nearer the events being discussed. Sure enough, I did later find sources, which contradicted what my interviewee told me. For example ..."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>several important things. First of all it is useless to develop focus questions when you are unfamiliar with your context. When I wrote it, 'What has been the lasting impression of New Zealand by the people of Turkey?' seemed a good question to provide a summary for my Gallipoli research, but wanting that information and getting it are two different things. It is easy to get the New Zealand side of that but lacking the ability to read Turkish there was little I could gather on that question in the time I had available. I did actually get as far as accessing on-line Turkish newspapers but that was useless of course. To date I have had no response from the Turkish consulate in Wellington - which surprised me. Or maybe that answers my question. But anyway, some deeper thinking on the matter may have steered me away from the question in the first place ..."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>
--	---	--

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEĀ

## Internal Assessment Resource

### History Level 3

This resource supports assessment against:

**Achievement Standard 91434**

Research an historical event or place of significance to New Zealanders, using primary and secondary sources

**Resource title: History matters**

5 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published  
by Ministry of Education

October 2024

Authenticity of evidence

To support internal assessment from 2025

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

## Internal Assessment Resource

**Achievement Standard History 91434:** Research an historical event or place of significance to New Zealanders, using primary and secondary sources

**Resource reference:** History 3.1B

**Resource title:** History matters

**Credits:** 5

---

### Teacher guidelines

---

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard History 91434. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

### Context/setting

This assessment activity requires students to follow a research process, annotate evidence, evaluate the research process and show initiative in gathering and selecting relevant evidence. Students choose one historical event or place that is of significance to New Zealanders today (or in the past).

This activity can be combined with an activity to assess Achievement Standard History 91435 *Analyse an historical event, or place, of significance to New Zealanders*, but the two standards need to be assessed independently. This can be achieved by assessing Achievement Standard History 91434 before students continue with Achievement Standard History 91435.

### Conditions

Teachers will need to conference with students over topics and the development of focus questions to ensure that an appropriate depth of research can be completed. Guidance should also be provided on research processes, such as constructing focus questions, identifying where to find historical sources and how to use them, and selecting, organising, and annotating evidence and evaluating the research process that was followed.

Allow in and out-of-class research time of approximately four to five weeks.

Students will be assessed on the quality of their research, including their ability to follow a research process and to annotate the evidence they have selected, and their evaluation of their own research process.

### Resource requirements

See Resource A for a list of useful resources.

## **Additional information**

None.

For 2026 Planning

## Internal Assessment Resource

**Achievement Standard History 91434:** Research an historical event or place of significance to New Zealanders, using primary and secondary sources

**Resource reference:** History 3.1B

**Resource title:** History matters

**Credits:** 5

Achievement	Achievement with Merit	Achievement with Excellence
Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	Research, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources.	Comprehensively research an historical event or place of significance to New Zealanders, using primary and secondary sources.

### Student instructions

#### Introduction

Carrying out research is an important process in history. Historians are like detectives – material such as letters, cartoons, diaries, and newspaper accounts can reveal secrets about the past and lead historians to think differently about history.

This assessment activity requires you to research one historical event or place that is of significance to New Zealanders.

This is an individual assessment activity and will take place using in-class and out-of-class time. You have five weeks to complete this activity.

You will be assessed on the quality of your research (including your ability to follow a research process and to annotate the evidence you select) and your evaluation of your own research process.

Teacher note: You can provide students with a list of events/places to research or students can select their own. This assessment activity can be used in conjunction with Achievement Standard (AS) 91435.

For AS91435 it is essential that students have been able to select enough evidence to analyse the event or place and to establish its significance to New Zealanders. You should provide guidance for students on the topic they choose and the focus questions they formulate. The research skills required for this Achievement Standard must be assessed separately from the requirements of AS91435.

#### Task

##### ***Define an area of historical research and plan your research***

Prepare a research proposal: identify an event or place that you will investigate. Explain in a paragraph or two why you consider it a significant topic for New Zealanders now or in the past.



Develop relevant focus questions. These need to be open-ended and written in such a way that they allow appropriate breadth and depth in your research.

Teacher note: If students are combining Achievement Standards History 91434 and 91435, it is essential that students are able to select enough evidence to analyse the event to establish its significance to New Zealanders. You will have to provide guidance for students on the topic they choose and the focus questions they formulate.

Through your preliminary reading, identify and note a range of specific primary and secondary sources that could provide evidence to answer your focus questions. Resource A below may be useful for you. For each possible source specifically identify ways in which the source appears that it may be useful.

Teacher note: You can specify the number of sources that students should be expected to find at this level, but it must be more than three.

Develop a time-management plan. This needs to be specific and include details such as which focus question will be researched, using what sources, where, and on which date.

Discuss with your teacher the steps that you have taken up to this point. If applicable, discuss the different points of view (of those concerned and of historians) that are likely to emerge from your research.

### ***Select and organise relevant evidence***

Select from a variety of other primary and secondary sources evidence that is useful and relevant to your focus questions and which helps to establish the significance of the event or place to New Zealanders.

Indicate specifically which evidence is relevant to your focus questions by highlighting, underlining, colour coding, or using any other method that clearly indicates relevant evidence and the focus question to which it is relevant.

Organise your evidence in a way that allows quick and easy location of relevant evidence when you need it.

Demonstrate evidence of the use of initiative in the research process. This includes, for example, going beyond easily accessed sources (such as school resources or the Internet) or by persevering with particularly challenging evidence.

### ***Annotate your selected evidence***

- identify the relevance of a piece of evidence
- identify different perspectives
- assess the comparative usefulness of a piece of evidence to the focus question(s) being investigated
- cross reference specific information or ideas between sources to support the analysis of the evidence
- assess the reliability of selected evidence and/or source
- identify omissions or inaccuracies in the information

You may wish to refer back to these annotations as you later complete your evaluation.



***Record source details***

Accurately record the full details of all your sources as you have been taught. Record these details at the beginning of each piece of evidence. Note: a formal bibliography is not needed.

***Critically evaluate the research process***

Your evaluation should:

- Explain the successes and difficulties encountered in conducting your research.
- Explain how the line of inquiry may have changed as evidence was accumulated.
- Identify the issues to consider for future inquiries.
- Analyse the strength(s) and weakness(es) of your research process.
- Analyse how these strength(s) and weakness(es) are likely to impact on the validity of your findings.
- Consider alternative research steps and/or line(s) of inquiry and/or methods, and their implications.

***Final submission***

Hand in your:

- research proposal, focus questions and identification of possible sources evidence
- selected evidence that is sufficient for purpose, has relevant sections of evidence clearly indicated, is organised and annotated, source details recorded, and use of initiative in its gathering and/or selecting is evident
- evaluation.

**Resource A**

- Te Ara – the Encyclopedia of New Zealand <http://www.teara.govt.nz/>
- The Dictionary of New Zealand Biography <http://www.dnzb.govt.nz/dnzb/>
- Ministry for Culture and Heritage <http://www.mch.govt.nz/>
- National Library of New Zealand <http://www.natlib.govt.nz/>
- Papers Past <http://www.natlib.govt.nz/collections/digital-collections/papers-past/>
- Te Puna (A directory to New Zealand and Pacific Island websites) <http://webdirectory.natlib.govt.nz>
- Epic database [EPIC resources for New Zealand schools | National Library of New Zealand](#)
- Index New Zealand <http://www.natlib.govt.nz/catalogues/innz> (The index lists information about articles published in over 400 New Zealand newspapers, magazines, and journals)
- New Zealand Cartoon Archive <http://www.cartoons.org.nz/>
- National Oral History Association of New Zealand [Resources – National Oral History Association of New Zealand \(NOHANZ\)](#)
- Secondary texts, biographies and periodicals
- Local museums and history societies
- Local archives (e.g. council, library, museum, photographic, film)
- Newspapers and magazines
- Artefacts
- Historical sites
- Key people (e.g. local specialists, local residents)
- Records of community organisations (e.g. church archives)
- Cartoons
- Local history books
- Films or TV documentaries
- Public and school libraries.

## Assessment schedule: History 91434 History matters

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student has researched an historical event or place of significance to New Zealanders, using primary and secondary sources. This means the student has:</p> <ul style="list-style-type: none"> <li>planned the research, for example: <ul style="list-style-type: none"> <li>prepared a research proposal explaining the importance of conducting the research e.g. <i>"This investigation will examine the significance of the First World War to New Zealanders. This is an important topic because many New Zealanders were directly affected by this event..."</i></li> <li>developed relevant focus questions from preliminary research e.g. <i>In what ways was the First World War a significant event for the person being interviewed? Why was the First World War significant to other New Zealanders at the time and today?</i></li> <li>specifically identified possible sources through preliminary reading (e.g. <i>www.nzhistory.org – relevant photos and sound files, links to other relevant sites</i>)</li> <li>created a time-management plan (e.g. <i>date on which a specified library will be visited and what resources in the library will be accessed to find evidence for which aspect of which focus question</i>)</li> </ul> </li> <li>selected and organised relevant historical evidence from both primary and secondary sources (e.g. <i>relevant evidence is clearly identified by highlighting or similar means and directly linked to a focus question. This highlighting can also provide evidence of organisation, or organisation is by sorting of evidence by source type, focus question, etc.</i>)</li> </ul>	<p>The student has researched, in depth, an historical event or place of significance to New Zealanders, using primary and secondary sources. This means the student has:</p> <ul style="list-style-type: none"> <li>planned the research, for example: <ul style="list-style-type: none"> <li>prepared a research proposal explaining the importance of conducting the research e.g. <i>"This investigation will examine the significance of the First World War to New Zealanders. This is an important topic because many New Zealanders were directly affected by this event..."</i></li> <li>developed relevant focus questions from preliminary research e.g. <i>In what ways was the First World War a significant event for the person being interviewed? Why was the First World War significant to other New Zealanders at the time and today?</i></li> <li>specifically identified possible sources through preliminary reading (e.g. <i>www.nzhistory.org – relevant photos and sound files, links to other relevant sites,</i></li> <li>created a time-management plan (e.g. <i>date on which a specified library will be visited and what resources in the library will be accessed to find evidence for which aspect of which focus question</i>)</li> </ul> </li> <li>selected and organised relevant historical evidence from both primary and secondary sources (e.g. <i>relevant evidence is clearly identified by highlighting or similar means and directly linked to a focus question. This highlighting can also provide evidence of organisation, or organisation is by sorting of evidence by source type, focus question, etc.</i>)</li> </ul>	<p>The student has comprehensively researched an historical event or place of significance to New Zealanders, using primary and secondary sources. This means the student has:</p> <ul style="list-style-type: none"> <li>planned the research, for example: <ul style="list-style-type: none"> <li>prepared a research proposal explaining the importance of conducting the research e.g. <i>"This investigation will examine the significance of the First World War to New Zealanders. This is an important topic because many New Zealanders were directly affected by this event..."</i></li> <li>developed relevant focus questions from preliminary research e.g. <i>In what ways was the First World War a significant event for the person being interviewed? Why was the First World War significant to other New Zealanders at the time and today?</i></li> <li>specifically identified possible sources through preliminary reading (e.g. <i>www.nzhistory.org – relevant photos and sound files, links to other relevant sites</i>)</li> <li>created a time-management plan (e.g. <i>date on which a specified library will be visited and what resources in the library will be accessed to find evidence for which aspect of which focus question</i>)</li> </ul> </li> <li>selected and organised relevant historical evidence from both primary and secondary sources (e.g. <i>relevant evidence is clearly identified by highlighting or similar means and directly linked to a focus question. This highlighting can also provide evidence of organisation, or organisation is by sorting of evidence by source type, focus question, etc.</i>)</li> </ul>

<ul style="list-style-type: none"> <li>recorded the details of the sources of selected evidence (e.g. author, title, publisher, city of publication, date of publication; website address, accession date; name of interviewee, date and place of interview)</li> <li>produced annotated comments describing the links between the selected evidence and the focus question and comparative usefulness (e.g. <i>Relevant to FQ1. How my great aunt remained unmarried after the death of her fiancée at Gallipoli because a whole generation of men never returned from the war. Not as good as the "God Save NZ" DVD – less detailed</i>)</li> <li>evaluated their research process, for example by explaining the successes and difficulties encountered in conducting the research, explaining how the line of inquiry may have changed as evidence was accumulated, identifying the issues to consider for future inquiries (e.g. <i>"I struck many difficulties in carrying out this research. Probably the biggest one came first. I went to the local rest home and asked if there was someone I could interview about his or her experiences with World War I veterans. The person I was given couldn't hear what I was saying, and then said he didn't trust being recorded, so that was a bad start. However, by accident I found that a neighbour had cared for her father for many years when he was an invalid. Although this was gathering second hand information I am confident that what I got was accurate – up to a point. I don't suppose she would have told me intensely personal or 'family' things, and I was only going on her memory of a man who died 45 years ago. In some ways I would probably have been better to have spent my time researching sound archives to find interviews of people recorded much nearer the events being discussed. Sure enough, I did later find sources, which contradicted what my interviewee told me. For example..."</i>)</li> </ul>	<ul style="list-style-type: none"> <li>recorded the details of the sources of selected evidence (e.g. author, title, publisher, city of publication, date of publication; website address, accession date; name of interviewee, date and place of interview)</li> <li>produced analytical and critical annotated comments that include assessment of the reliability of selected evidence (e.g. <i>Relevant to FQ1. How my great aunt remained unmarried after the death of her fiancée at Gallipoli because a whole generation of men never returned from the war. Not as good as the "God Save NZ" DVD – less detailed. Take care: only one person's experience</i>)</li> <li>evaluated their research process, for example: <ul style="list-style-type: none"> <li>explained the successes and difficulties encountered in conducting the research</li> <li>explained how the line of inquiry may have changed as evidence was accumulated</li> <li>identified the issues to consider for future inquiries (e.g. <i>"I struck many difficulties in carrying out this research. Probably the biggest one came first. I went to the local rest home and asked if there was someone I could interview about his or her experiences with World War I veterans. The person I was given couldn't hear what I was saying, and then said he didn't trust being recorded, so that was a bad start. However, by accident I found that a neighbour had cared for her father for many years when he was an invalid. Although this was gathering second hand information I am confident that what I got was accurate – up to a point. I don't suppose she would have told me intensely personal or 'family' things, and I was only going on her memory of a man who died 45 years ago. In some ways I would probably have been better to have spent my time researching sound archives to find interviews of people recorded much nearer the events being discussed. Sure enough, I did</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>recorded the details of the sources of selected evidence (e.g. author, title, publisher, city of publication, date of publication; website address, accession date; name of interviewee, date and place of interview)</li> <li>produced analytical and critical annotated comments that include assessment of the reliability of selected evidence (e.g. <i>Relevant to FQ1. How my great aunt remained unmarried after the death of her fiancée at Gallipoli because a whole generation of men never returned from the war. Not as good as the "God Save NZ" DVD – less detailed. Take care: only one person's experience</i>)</li> <li>Shown initiative in the gathering and selecting of relevant evidence, for example persevering with relevant evidence that is difficult to read or written in a style that is difficult to understand, accessing and using sources that are not readily available</li> <li>critically evaluated their research process, for example: <ul style="list-style-type: none"> <li>analysed the strength(s) and weakness(es) of the process</li> <li>explained the successes and difficulties encountered in conducting the research</li> <li>analysed how these strength(s) and weakness(es) were likely to impact on the validity of the findings, considered alternative research steps and/or line(s) of inquiry and/or methods, and their implications (e.g. <i>"From this research process I have learned several important things. First of all it is useless to develop focus questions when you are unfamiliar with your context. When I wrote it, 'What has been the lasting impression of New Zealand by the people of Turkey?' seemed a good question to provide a summary for my Gallipoli research, but wanting that information and getting it are two different things. It is easy to get the New Zealand side of that but lacking</i></li> </ul> </li> </ul>
---	--	---

<p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>later find sources, which contradicted what my interviewee told me. For example..."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>the ability to read Turkish there was little I could gather on that question in the time I had available. I did actually get as far as accessing on-line Turkish newspapers but that was useless of course. To date I have had no response from the Turkish consulate in Wellington - which surprised me. Or maybe that answers my question. But anyway, some deeper thinking on the matter may have steered me away from the question in the first place..."</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>
--	--	--

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.